## New Jersey Reading First K-3 Instructional Design (School Level Design)

## **Classroom Instruction**

- comprehensive reading programs grounded in SBRR
- · direct instruction & modeling of:
- · explicit, systematic phonics
- oral language
- · phonemic awareness
- · fluency
- · vocabulary & concept dev.
- · comprehensive strategies
- · writing
- · teacher modeling & coaching
- · technology assisted resources
- common set of assessments at each grade level:
  • literary center activities
  - ✓ screening
  - √ diagnostic
  - ✓ progress monitoring

- leveled text
- read aloud
- shared reading
- guided reading
- independent reading
- · decodable books
- high-quality literature

## **Engagement & Motivation**

- multiple opportunities for engaged practice of skills
- · self-selected reading
- · self-selected writing
- · motivating activities
  - ✓ challenging
  - √ interesting
  - ✓ involving
- repeated oral reading practice of decoded texts
- · reading across the curriculum
- · read at home
- parents reading to children
- establish motivational reading programs

•90 minute block of uninterrupted reading instruction

## **School Environment**

• high expectations

· flexible groupings

programs

coordinated library and teaching

- positive school climate
- parent access to resources
- school accountability
- strong leadership
- · shared vision
- mechanism for datadriven decision-making
- appropriate early interventions
- long range professional development plan

Appendix C Reading First NGO Year 1